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ABSTRACT

After introductory material discussing the impact of an increasingly older student population on traditional higher education practices, this report examines the adaptation of college curricula to the special needs of older adult students. The report first examines the level of service to older adults provided by the California community colleges during the years 1972 through 1978 and then describes the types of adults served by the colleges: (1) self-motivated students with total self-determination and mobility; (2) self-motivated students with limited mobility; and (3) institutionalized students with no mobility. Assumptions concerning the special needs of adult students are then outlined as they relate to program planning instructional methods, admissions, and counseling. This is followed by a chart illustrating the dichotomy between the characteristics of traditional and older students and by a discussion of an ecological approach to special program planning, under which the college adapts the learning environment to the unique needs of each of the three adult learning types. Finally, the report describes the adaptive programming of an artistic dance class for the institutionalized and of a holistic physical education course for the aged. The philosophy and format of each course are discussed. Appended to the report are descriptions of model adaptive education programs. (JP)

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A SPECIAL PROGRAMS ADAPTED CURRICULUM APPROACH

OLDER ADULT EDUCATION

BY

DR. RICHARD F. CHARLES

January 23, 1981

ACCCA CONFERENCE
SAN FRANCISCO, CALIFORNIA

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INTRODUCTION

Hameister and Hickey[1] indicate that the American college student is no longer the 18-21 year-old post-adolescent. Forty-eight percent of the students are over 21 with 10.4 percent of the student body over 35 years of age. This is an expanding phenomenon and one which, by the year 2000, according to AACJC, will have increased impact on colleges and universities.

It is estimated that by the year 2030, approximately 55 million people, 18% of the total population, will be over the age of 65. While most colleges are facing dwindling enrollments and increased costs, the number of older persons on campus is also increasing.

In an article in the Monday, October 3, 1977, Los Angeles Times, Elinor Lenz effectively described the impact of the middle aged and elderly on higher education as bringing about major reforms by their presence.

> "By 1980, 11 million students over age 35 will be studying for baccalaureate degrees at campuses around the country. Indeed, with college enrollment of 18-20 year olds declining, academia welcomes, even woos, these older students who, until recently, had been treated as second class citizens in the classroom."[2]

Martin Chamberlain, Dean of the University Extension, University of California at San Diego, writes that

> "Most postsecondary institutions, both public and private, are looking for students. They need students desperately to maintain the staff and plants built up during the long growth period which ended for many just a few years ago. Though some enrollments are up this year, the social indicators are plain to see. The traditional aged students are just not in the high schools in the numbers needed. So the adult population is being eyed as the new frontier. Adult students are being wooed to make up enrollment deficits. But not much is known about them."[3]

Historically, the older learner (those not served by the K-12 or 18-21 educator) has received little attention in the development of adult learning theory. The question of how adults learn has been described by Havighurst[4] as "Terra Incognita", or unknown ground. While "school age" children have received tremendous attention, only recently have major attempts been made at the older adult learner, and these are mixed reviews as to the significance of what has been revealed. The naive notion that education for the older adult learner is unnecessary because this group lacks learning potential, is invalid. It is a group stereotype and is as equally offensive and incorrect as the same historical assumption regarding women and other minority groups.

Adult development and learning is an individual phenomena. The physiological realities of aging, such as loss of memory and decrease in physical strength, are conversely compensated by improvements in vocabulary, accumulative experience, and increases such as ability in expression. Aging itself must be considered within the three important areas of biological or physiological aging, psychological aging, and sociological aging. Too often educators and others write off the accomplishments of non-traditional students such as the aged and handicapped by comparing their accomplishments with standards historically used to evaluate the young.

Much of the lack of success attributable to educators and institutions working with the older learner is a direct result of the inability to view learning in a proper philosophical framework. American education as its medieval germanic ancestor, is exclusive rather than inclusive. This mind set, while currently softened by lifelong learning and the whole thrust of community education (of which adult education and the community college form the bulwark), views progress, growth and learning in a hierarchical rather than circular configuration. In the former arrangement, learning is not available to all, only those most able to benefit from it. In the latter, learning is growing and becoming and of equal benefit to all.

The current research regarding enhanced capacity of the brain in old age (Schmerl)[5] and increased potential for development in aging (Knox)[6] is irrelevant if educators deny the philosophical premise that growth and learning is necessary and should be fostered at any age.

It might be worthy to consider the philosophical tenets postulated by those who openly oppose education for the older adult.

1. "Older people have had their chance." With limited resources and increased call on the public dollar, lifelong learning becomes an expense that exceeds its benefits.

2. The aged can no longer compete and, therefore, will not be able to apply or use the products of education.

3. Adaptations in facilities, curricula, staff, and programs will cause, if met, a decrease in the level of services being provided the younger or more traditional students.

4. Older students only want "fun types of classes".

While all are viable concerns and not easily explained away given the current economic and social conditions, they tend to be overreactive and deal in generalities. They reinforce a sense of "classness" and reach toward an isolation of the young from the old.

In answering these concerns, it might be wise to ask some critical questions about schools and learning in general.

1. Given what we know about demographic and future trends, is it reasonable to continue supporting the traditional hierarchical system as we have done in the past?

2. Can institutions and society in general continue to exclude groups that could provide sources of vitality and leadership?

3. Will change come from within existing institutions (colleges or universities) or will other institutions be developed as alternatives?

4. Can systems of adult learning theory be constructed regarding the aged which are not colored by traditional bias and prejudice?

Change is said to be inevitable, and institutions are only relevant as long as they change to meet the needs of those who would benefit from their services. A truly humanistic and caring society would place a premium on the assessment of client needs as opposed to the needs of the institution. A famous car rental agency claims to have become number one by adequately producing a product which satisfies the needs of the consumer.

American higher education is currently caught in its own version of Catch 22. For years, it has turned out the young graduate (product) to a world that was clearly in need of those skills and potential services (consumer). As a factory for the young, it was peopled by workers who were trained and specialized in working with a certain kind of product. Since the early 1950s, the need for this product has peaked and ultimately began to decline. The resultant effect on the factory has been fundamentally disruptive. Workers have been laid off, the product has been in less demand, and has even been ridiculed and considered by some as inferior to foreign models.

The advent of the older, handicapped, and minority learner has brought in some fresh air to the factory. However, many workers continue to employ the same old methods to produce a new and more complex product. Many factories have chosen to continue with the old product to specialty shops (such as continuing education divisions). A number of more innovative companies have begun the long and arduous task of retooling the factory and retraining the worker. Ervin K. Harlacher said it best in his book College Leadership for Community Renewal:

> "The success or failure of the college will depend on their ability to provide access by establishing appropriate policies, provide adequate financial support, developing an effective organization, securing a qualified staff, and creating the variety of delivery systems needed by the diverse students of the college."[7]

THE CALIFORNIA COMMUNITY COLLEGE

Most community colleges in California have, according to recent studies, become aware of the need to provide special classes and/or programs for the aged. These studies indicate that responsibility for the direction of older adult education has moved administratively down the chain of command and has finally rested with staff on the program level as a real commitment rather than with token representation on the dean or executive level. A good 60% of the California community colleges have specific special programs designed to serve this population. Many programs are not an integral part of either the college budget or organization pattern. Many have become a token responsibility and not a solid commitment.

In a dissertation on The Role of the California Community College in the Education of the Aged - A Comparison Study from 1972 to 1978[8], I encountered some findings relevant to the increase in service levels between 1972-1978.

> "1. Forty-five colleges or 42 percent of the community colleges were offering classes or programs for the retired or aged as of 1978.
>
> 2. Thirty-nine colleges or 37 percent had offered, but discontinued, such classes or programs.
>
> 3. Forty-five colleges or 42 percent have classes or programs in the planning stage.

4. Sixty-six colleges or 62 percent currently are offering, plan, or once held such classes or programs in the past.

5. Thirty-four colleges or 30 percent selected retired persons to serve on appropriate advisory committees, and 70 percent named college advisory committees as the top choice.

6. Forty-five colleges or 42 percent appoint faculty or administrative personnel to work and plan in this area and the majority of administrative responsibility for such programs and classes was at the third and fourth level.

7. Thirty colleges or 23 percent cooperated with one or more agencies in the offering of such education and the majority worked with local senior clubs; county, state or federal agencies; hospitals, churches, and retirement facilities.

8. Fifty-one colleges or 48 percent use various means of communication and publicity, with direct mail and newspapers as the most used.

9. Forty-two colleges or 40 percent send material directly to retirement groups.

10. Thirty-six colleges or 34 percent recognize the needs of the aged and change the class environment.

11. The most offered courses by the colleges are 'Planning Your Estate, 'Health for Senior Citizens' and 'Psychological Aspects of Aging'.

12. The aged have a better opportunity for special classes or programs if they attend a Southern college or a college outside the Los Angeles/ San Francisco area.

13. Service levels have more than doubled in terms of colleges providing such services since 1972.

14. Student needs and the discrepancy between needs and offerings has narrowed.

15. The majority of colleges listed Proposition 13 as the reason for discontinuance of classes or programs.

16. The majority of classes were offered in classes that were ungraded.

17. While realizing the importance of altering the environment, 53 percent or 63 colleges continued to use regular classrooms."

This study also arrived at some relevant conclusions.

"1. A majority of the California Community Colleges as of 1978 were offering, had offered in the past, or were planning to offer in the future, special classes or programs for the aged and retired.

2. The majority of colleges so involved with education for the aged indicated with education for the aged indicated involvement with the appointment of the aged to advisory committees, cooperation with community agencies, the assignment of specific administrative personnel to plan and conduct classes and programs in this area, the use of various means of communication and publicity such as direct mail and newspapers, the recognition that the aged have special needs by changing the classroom environment, the gearing of courses especially to the needs of the aged and the offering of regular courses in special sections just for older people.

3. 1972-1978 comparisons show a two-to-one relationship between the increase in service levels in the intervening six years.

4. The increase in service levels over the six-year period demonstrates a narrowing of discrepancy between offerings of the community colleges and the expressed needs of the aged."

This study, while providing information about special classes and/or programs for the aged in the California community colleges, has left the working professionals with unanswered questions in many areas.

1. How are "mainstream" classes, curricula, program and staff being impacted by the influx of this new learner?

2. To what extent have regular/traditional programs retooled or altered their structures, methods or styles to accommodate for the aged?

3. What strengths or weaknesses do the aged themselves encounter in the programs and curricula offered by the colleges?

4. What special models or programs have been developed by colleges?

Much has been written concerning the applications of non-credit adult education types of liberal arts programs available to seniors. However, present economic and social conditions point towards a real need for classes and/or programs that address the vocational, survival, and coping needs of this population. At best, a few classes painting or ceramics geared for the older adult is only a token effort by a college.

Dib (1978) describes nineteen special programs available to older adults in Southern California community colleges. His research indicates that most programs are academic in nature and intend to facilitate re-entry into higher education. This contrasts considerably with the generally expressed opinion that most seniors come to college to take non-credit "fun courses".

A review of the abundant literature on the education of the aged has indicated that community colleges in California have left courses and curriculum on gerontology in the hands of the state colleges and universities. The California community colleges are presently providing direct educational services such as academic classes and counseling and not the whole range of services provided younger students.

STATEWIDE MODELS

In analyzing the data regarding older adult education on California community college campuses, it is interesting to note the variety of services offered, the divergence in delivery systems available, and the contrasting philosophies underlying each college effort in this area. It becomes more evident every year that the retired and aged are no more homogenous than any other group of persons. The California community colleges specifically serve the following:

1. Self-motivated with total self-determination and mobility

   These students most often have obtained their own access to the institution. They come on campus, sign up for classes on their own, and often willingly compete with younger students for grades. Most often these students view themselves as neither unique nor in need of special programs or support services.

2. Self-motivated with limited mobility

   This group of elderly have become limited by a physical disability or as a result of economic conditions. Because they do not find campus readity accessible, they require non-traditional sites for some of their adaptive curricula and technologies in order to benefit from their educational opportunities.

3. Institutionalized with no mobility

   This group is composed of those seniors who have really lost their independence. Many of them have maintained self-motivation, but many are in need of motivation and support.

Much of what we accept as fact about older students comes out of the specific groups attracted to a given college program. The assumption that the elderly are not interested in credit or that the older student in general desires fine arts curricula as opposed to vocational training is most often a function of the population one is speaking about or dealing with rather than being a definitive statement on the older learner.

It seems most relevant to group models as to the population they are attempting to serve and judge their success within that context rather than intersperse programs whose goals, objectives, methods, and expected outcomes are diametrically opposed.

It is also important to consider other specific variables about programs which tend to further define and categorize the kind of educational programming that is taking place. These might include

1. credit/non-credit requirements
2. long term or short term requirements
3. fee or non-fee based
4. graded college transfer requirements as opposed to activity or community service orientation
5. adaptive curriculum as opposed to regular programming

ASSUMPTIONS ABOUT OLDER STUDENTS

The literature regarding the perceived needs of the older student leave much to be desired. A notable lack of material relating to the needs of the elderly as a learner is evident, and much not based on scientific fact, but most often on implicit assumptions. In a May 1974 article by Robert W. Comfort, "Adult Leadership: A Model for Higher Adult Education Programming",[10] a practical guide was developed to help those working with adult learners. The

model presents some assumptions about adult learners in Program and Curriculum, Instructional Programming, Admissions, and Counseling, which I feel are relevant to this discussion on older adult education.

Assumptions

1. Program and Curriculum

   - Adult learners perceive themselves as being different from regular day students and expect to be treated as autonomous individuals.

   - Adult learners seek education to achieve specific identifiable goals such as career advancement, new job preparation, etc.

   - Reasons for enrollment also include intellectual growth and social contact.

   Adult learners want educational experiences/knowledge which is related to job/life situations. They have problem-centered interests and are more interested in applied knowledge than theory.

   - Attendance in courses and programs in many cases will not be continuous.

   - Adult learners desire minimum time expenditures to complete their educational objectives.

2. Instructional Program

   - Adult learners enter the program with a high readiness to learn.

   - Adult students can learn and achieve as well as regular day students.

   - Motivation to learn will vary throughout the student's educational experience.

   - Experience outside the classroom is a positive factor and can reinforce learning.

   - Learning should begin at a point which reflects learner's concerns and entering knowledge.

   - Adult learners may enter with certain factors which retard ability to learn, such as a definite set or patterned way, emotional associations, self-image, lack of study skills, and/or former academic failures.

   - Freedom is necessary for adults to optimize learning.

- Satisfaction with instructional methods is positively correlated with persistence and academic achievement.

- Satisfaction with the instructor is positively correlated with persistence and academic achievement.

3. Admissions

- Admissions should be based upon assessment of ability to achieve a predetermined level.

- A high probability of not completing degree requirements exists.

- Some potential dropouts can be identified at time of admission.

- Adults will periodically discontinue and return to educational programs.

- Non-classroom learning equates, in some cases, to classroom content.

4. Counseling

- Learning problems result from emotional associations, patterns of thought, time availability, orientation to learn, role and self-concept characteristics of adult learners.

- Learning problems reflect the adult's total life situation, including family and job.

- A marked period of adjustment occurs with new students.

- Often adult learners seek help too late.

- Counseling is necessary to maximize the probability of learner goal completion.

Malcolm Knowles (1969)[11] delineates assumptions or issues regarding learning differences between adults and youth. The first assumption is based on a self-concept. While the younger traditional student relies on family, school, and community, to make decisions, the new majority wants to be treated as an equal partner in the educational process.

A second assumption perceived by Knowles deals with the origin of decisions. For example, a high reliance on self-diagnosis. This new group relies more heavily upon action-oriented learning techniques as opposed to passively accepting institutional analysis of what students should learn.

The third assumption discussed by Knowles is that adult learners express a predisposition or a readiness to learn. Their willingness to become involved in the planning of learning

experiences results from their maturation and advanced state of development. With younger more traditional students, planning of learning is usually accomplished by teachers and administrators.

Dennis R. Hameister and Tom Hickey (1977)[12] have contrasted in a very succinct manner the Traditional Student and the Older Adult in an article titled "Traditional and Adult Students: A Dichotomy".

TABLE I

Dichotomy Between the Traditional Student and the New Majority

TRADITIONAL STUDENT	NEW MAJORITY
1. Continuing in school	1. Returning to school
2. Learning history strongly influenced by formal education	2. Learning history strongly influenced by informal education
3. Familiar with educational routine	3. Unfamiliar with educational routine and expectations
4. Primary time commitment to school - full-time student	4. Major time commitment to family and job - part-time student
5. Adequate communication and study skills	5. Frequent deficiencies in study and communication skills
6. Minimal work experience	6. Considerable relevant work experience
7. Micro-frame of reference for a more orderly input of new ideas	7. Macro frame of reference based on life-experience which has both positive and negative implications for the learning process
8. Frequently no clear vocational goal	8. Frequently clear vocational goals, but not necessarily related to educational program
9. Educational Goal is to receive a baccalaureate degree at minimum	9. Educational goal may be to receive a degree, but not necessarily related to educational program
10. Speed of performance and peer competitiveness affects learning activities	10. Concept mastery and accuracy of performance more important than competition - frequently viewed as threatening
11. High academic grades plan significant role in obtaining meaningful employment	11. Academic grades are not significant in terms of present employment situation
12. Clear idea of how he compares with academic performance of fellow students	12. No accurate basis on which to judge his academic potential

TABLE II
The Gerontology Student

TRADITIONAL STUDENT	NEW MAJORITY
1. Representative of a predominantly nuclear family based age-cohort with few sustaining intergenerational contacts	1. Significantly more intergenerational contacts (increases with each earlier age-cohort)
2. Perceptions and attitudes toward older people significantly affected (somewhat systematically by erroneous media-based concepts	2. Perception and attitudes toward older people largely undifferentiated within the group
3. Little self-awareness of one's own aging	3. Greater awareness of personal aging process
4. Little interference in the learning process from anecdotal experiences; similarly, no basis for comparisons	4. Anecdotal and common sense experiences about aging have both positive and negative impact on the learning process
5. Less motivation to study about or work with elderly due to contemporary social value structure	5. Wide range of individual differences in motivations and values

In retrospect, it seems fair to assume that colleges and universities which offer classes and programs to older adults would be wise to consider these assumptions. Five points emerge as being relevant regarding the need for responsiveness on the part of the institution if it is to experience success.

1. Lifelong education and the whole process of providing classes and programs for older learners must be student-centered.

2. Access to learning must be more flexible.

3. The institution should incorporate the experience of the older learner in developing academic policy and long range planning.

4. Education for the older learner cannot rely on past methodologies or service strategies.

5. Care should be given to adapt the learning experience to the unique needs of the older learner.

SPECIAL PROGRAMS APPROACH

Special programs for older adults are avilable in community colleges in every state. There are valid arguments and equally appealing points of criticism on this approach in providing services and instruction to seniors. The egalitarian view of many leads to a firm belief that all are created equal and thus should have the same academic opportunity to achieve success. Similarly, we might assume that separate under any circumstance is not equal. That is, adapted or special curriculum, by nature, is inherently evil.

As a biological, psychological and sociological phenomena, the human being undergoes age-related developmental changes that tend toward grouping. Although a person's present condition is the result of physical, mental, and spiritual processes independent of chronological aging, age in years is one important indicator of the person's ability to function in the environment.

The aging person experiences a gradual tissue and cell atrophy and degeneration, a decrease in the cell growth and repair, a progressive deterioration of the nervous system involving vision, smell, hearing, attention, and mental endurance. Age-related changes are found in a person's sensory system, locomotion, occupational skills, learning, security, sensory experience, social interaction, privacy, daily experiences, physical life support systems, and self-esteem.

Age-related changes establish a developmental grouping that cannot be ignored by those seeking to provide meaningful interactive processes working to meet express or implied needs of any developmental group. Results of age-related changes can be seen in both the physical and social environment of the older person. When looking at age, the two cannot be separated; they are confoundingly indivisible. The interrelatedness of the older learner, his/her needs, the resources, and the environment, must be understood before appropriate assistance can enable the senior to maintain independence and dignity.

It is strongly emphasized here that the older learner, with few exceptions, is able to act independently. Indeed, they have survived through more than fifty-five years or better of trials and tribulations which testify to their response-ability. Seniors do not necessarily need to have things done for them or to them. They are able, and they need to be enabled to act for their own independence and dignity.

In deciding whether to provide a "mainstream", "special", or institutionalized program model, one should consider the appropriateness of such a model to the needs of the target population. One valid model developed by M. Powell Lawton[13] is the ecological approach. Ecology is the study of how a com-

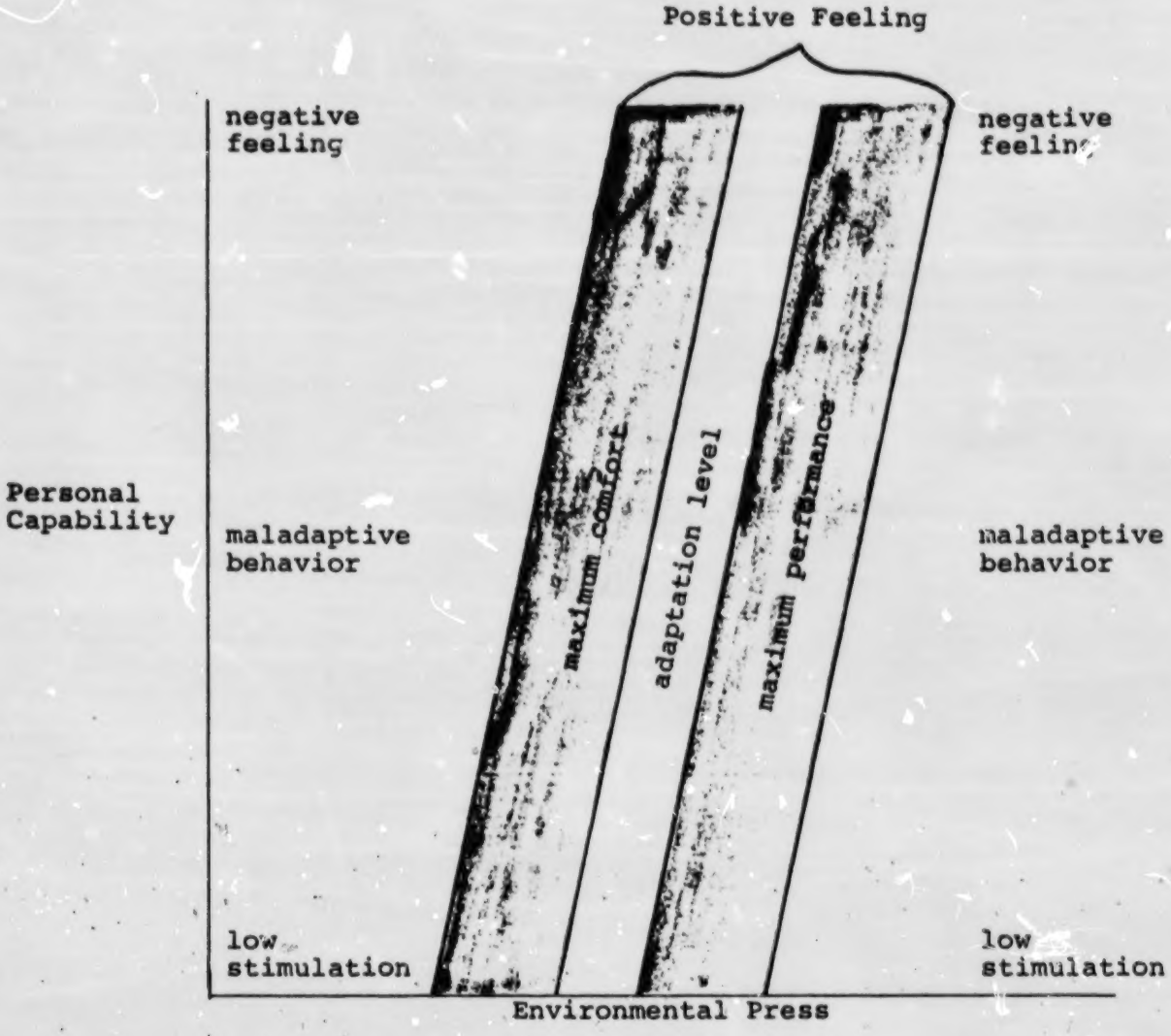
plete organism relates to the area surrounding it, the environment. To see aging and its effects, we can look at how the individual older learner with his or her resources and needs relates to the environment and the demands it places on the older person and the supplies and nourishment it provides. Each older learner will be part of an educational environment, and each action is made at some "cost". The ecological model (Graphic 1) shows that the individual's level of functioning and the costs are critical.

The ecological model highlights the association between a person and the level of stimulation of the environment and well-being may be reflected by how a person adapts to the environment and the level of stimulation in it. In other words, a person is well off when he or she is able to adapt to and operate in their surroundings. How well they adapt or operate is determined by both their own condition and resources and the state of the environment. We may call the first person's "capability" and the second the "press". If a person is stimulated at the level above or below his own degree of capability, maladaptive behavior will result with a negative feeling. If a person is stimulated to a degree which he or she is able to handle, the person is able to adapt to the environment in comfort, even improvement, with a positive feeling.

The theoretical fit of a person and the environment is an ideal. The perfect program for everyone cannot always be planned because of human nature and the rate of change in technology. However, we can approximate the idea. The problem facing the college program planner is to provide the resources and support to maintain open choices of options so that older persons as students may be close to their adaptation level and maintain independence and integrity.

In a continuum of options, those older learners with the highest level of physical mobility, intellectual, and educational training and social development, would probably choose the most open and challenging environments within the college. Many in this group would enjoy and be comfortable in an environment that fosters competition, increased contact with traditional learning methodologies, and requires an academic level of sophistication for survival. For these highly motivated or level one older learners, adapted educational programming is an attractive adjunct, but not critical.

If, however, the environmental stimulation is too great and the fit of the learner to the environment is not ideal, the lack of special adaptations in curriculum or methodologies will produce dislocation. The creation of special classes and programs at a college must be established to meet the needs of those two groups previously mentioned, i.e. self-motivated with limited mobility and those institutionalized with no mobility.


Positive Feeling
negative feeling
negative feelin
Personal Capability
maladaptive behavior
maladaptive behavior
maximum comfort
adaptation level
maximum performance
low stimulation
low stimulation
Environmental Press

Graphic 1

If all the needs of the older learners are met in traditional programs and classes, there is no rationale for the development of special programs. If, however, on the other hand, the older learner is not able to benefit from traditional instruction and services, alternative adaptive models should be developed.

ADAPTIVE PROGRAMMING

The word "adapt" means to change or alter. Further definition means to make suitable by changing. In a sense, adaptive curricula takes traditional subject matter, teaching methods, classroom, physical environments, and organizational structures, and makes them suitable for the special needs of the older learner.

Adaptive Programming is intrinsically humanistic. It assumes that everyone has a right to learn and grow. It operates with a belief that is inclusive rather than exclusive. It is realistic in that it allows for differences and provides an approach to the separate problems of each individual.

Much of traditional education is consistent with the medieval divine right of kings. That is, what we are, we are born to be. Those with good health, strong environmental backgrounds and excellent natural intellectual inclinations should go to school. In a hierarchical fashion, schools eliminated in a natural selection all but the best of the breed. In this traditional educational model, learning was synonymous with competition and survival. From kindergarten through graduate school, the best beat their opponents into a corner reserved for the less able. The institution was composed of a historical value system very much its own. In this value system, ideas and methods were to be communicated as absolutes. The eventual sanctification of education as not only the means to an end, but the end in and of itself, profoundly influenced the view that teachers and schools had a responsibility to perpetuate the best in values and norms through the most worthy subjects available.

The idea that school was only for a few, runs in direct conflict with lifeling learning, continuing education, and the special programs' approach. By creating adaptive curriculum and technologies, we are demonstrating an underlying philosophical belief in the universality and equality of education. It is a belief that says since a few can grow and benefit, then it is good for all.

One of the best examples of adaptive curriculum I have encountered is found in a course developed by Sandi Kovach-Long.[14] This course, "Adaptive Artistic Dance", has been developed and adapted to meet the special interests and needs of that group we referred to as institutionalized with no mobility. According to Kovach-Long:

> "Dance can be enjoyed by all types of people with varied illnesses or physical limitations. A group conducted at Saint Luke's Hospital in New York included people whose ages ranged from twenty-one to fifty-five with physical conditions which included cerebral palsy, multiple sclerosis, strokes, traumatic brain damage, peripheral nerve damage, amputation, and poliomyelitis."[15]

She points out that "the rate of learning seems to have improved with the introduction of more dances per period. I believe that this may be due to a higher level of interest and stimulation among these students."[16] She points out that if the traditional perceptions of dance are erased from the mind and dance is perceived as expressive or recreational rhythmical movement, then success can be achieved. Kovach-Long believes that people can dance lying down in their beds or in a gurney, in a wheelchair, and on crutches.

She takes into account physiological concerns and psychological concerns. The physical and psychological state of each student is assessed. The physical limitations are validated in writing by a doctor. The student is involved in a dance or activity that may be choreographed with specific physical goals in mind such as, muscular strength, endurance, range of motion, tone, flexibility, and cardio-respiratory endurance. Each student has an Individual Educational Plan (IEP) developed for them which provides reasonable and accessible goals, objectives, and limitations.

Besides making allowances for the psycholgical and physiological needs of her students, Kovach-Long has outlined some classroom concerns which must be attended to when dealing with special populations.

> "Adequate lighting, ventilation, and acoustics are all contributors to the comfort of the dancers. I used a portable stereo and a small public address system. I used a microphone to give directions because many of my students had difficulty hearing. The amplification of the music is also necessary. The differences between the ability to hear pitch versus intensity is important to understand and identify when working with people who are hard of hearing. Their hearing impairment may be in the high pitch

> range, which means that using music with a low pitch may be much more favorable than turning up the volume considerably."[17]

Kovach-Long has indicated the need to individualize her lesson plans and her in-class interaction with students. She believes "that each individual's response should be respected and encouraged."[18]

Another excellent adaptive class developed for the older adult is "Adaptive Holistic Physical Education" and is taught by Jeff Forman. Forman, in an article titled "Older Adult Education" said, "Data supporting the merits of physical activity for older persons can be found throughout the related literature."[19] The thrust of his particular course in adaptive physical education best meets the needs of group three, that is, those who are self-motivated with limited mobility. While not in institutional settings, this group has definite age-related physical or economic limitations. Forman gives a defense for the class by stating,

> "It is common knowledge that the human organism must get the proper balance of rest, nutrition and physical activity in order to stay healthy. However, the fact exists that many Americans do not maintain a balanced diet, get enough exercise, or know how to relax without chemicals. The educational system has grossly failed to persuade the public to incorporate good health practices into their daily lives. These implications are particularly important to older individuals because the effects of living out of the aforementioned balance are multiplied by the aging process. Utilizing Adaptive Physical Education and holistic health care principles, the classes attempt to instruct students in relaxation, nutrition, and physical activity so they may lead healthier, less restricted lives."[20]

Forman's Individual Educational Plans for each student includes student's diagnosis, contra-indications, goals, objectives, and progress notes. In this class, he selects activities according to the student's functional ability level. The class utilizes music, light progressive-resistive exercises, movement experiences, indoor games, and various exercise apparatus.

Because of the special physiological makeup of this population, Forman recommends that "some activities are potentially dangerous and must be performed cautiously with this special group of students. (See Table 3.

He indicates that special classroom procedures must be followed, such as

1. Frequent rest periods because some individuals do not know how to adequately pace themselves

2. The constant monitoring os students for signs of fatigue or overwork

3. The use of assistants

4. Exercises and activities should be performed in smooth, controlled movements with the students never holding their breath

5. The amount of standing time should be increased to assure the students receive the amount of longitudinal stress needed to prevent calcium reabsorption which may lead to osteoporosis (soft, brittle bones and/or to development of renal calculi or kidney stones)

6. Utilization of various apparatus (such as plastic pipes which facilitate exercise)

A side effect of these adaptive classes is the bringing together of older learners in a social affiliation. Many in this group require the support environment provided. Forman believes 'The affiliation gained through participation in group activities, the satisfaction gained from overcoming challenges in class . . . will improve their self-image and will surely given them more reason to get up every day".[22]

An example of group one, or those elderly who have self-motivation with total self-determination and mobility, is everywhere evident in the community college and university today. These older learners have obtained a respected and vital place on the campus of colleges and universities throughout the nation. While not needing adaptive or special curricula, they have influenced major change and areas of emphasis on the part of the institutions. Their impatience with traditional educational settings have brought about significant alterations.

1. Introduction of senior related interest areas into traditional curricula such as oral history

2. The increased emphasis on re-entry and career work experience programs

3. Introduction of condensed and short-term course offerings and certification

4. The involvement of college and universities in older adult volunteer programs and peer counseling

5. The hiring of many older persons to work with their own age group in teaching and non-teaching capacities

6. The development of strategies to better market existing programs and classes to the older population

7. Special support services

While much has been done by colleges to mainstream and provide special programs and classes for the older learner, much still needs to be accomplished. The greatest challenge facing the professional worker in this area is threefold.

1. There presently exists a lack of material which describes special programs, adaptive curricula, and theoretical and/or philosophical foundations.

2. There exists few professional network systems which work to direct communication and sharing of common interests.

3. Little, if any, work is being done to define older adult education outside of the strict confines of the gerontological approach.

Much needs to be done by all those involved in older adult education to define, improve, and encourage the art.

FOOTNOTES

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[18]Ibid: 46

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[20]Ibid: 2

[21]Ibid: 6

[22]Ibid: 6

APPENDIX A

STATEWIDE COMMUNITY COLLEGE MODELS

College: College of Marin
Program: Emeritus College
Description: Emeritus College is dedicated to the principle of lifelong learning, continued personal growth through creative use of leisure time in a stimulating intellectual, and socially congenial atmosphere. The college offers a variety of special courses, clubs, concerts, and social activities; counseling and referral functions, and wide range of services to assist the older adult in making the transition to a new life style. No previous educational requirements. Integration with other students is recommended.
Contact: Bill Tsuji, Acting Area Dean of Continuing Education.

College: Monterey Peninsula College
Program: Advisory Committee for Older Adult Programs
Description: The college offers courses that do not deal with the various problems and aspects of aging. Specifically, retired people need, and are offered, a variety of laternatives such as "Learning for Living". Students are encouraged to "mainstream" as much as possible.
Contact: Dr. Beatrice Siegel, Director, Older Adult and Special Programs.

College: Santa Monica City College
Program: Emeritus College
Description: Courses dedicated and designed for those citizens 55 years of age or older, in or near retirement, and eager to share their experiences with others. They have an Emeritus Advisory Board whose members consist of interested and distinguished concerned citizens.
Contact: Marilyn H. Hall, Director, Emeritus College.

College: Chabot College
Program: Quest
Description: Educational experiences designed especially for elders are offered by Chabot College at a number of locations in the district. Off-campus sites are chosen to be convenient for transportation and access, and many programs are co-sponsored by recreation departments and residential facilities serving elders. Classes are mostly free of charge and include practical survival type courses such as "Tax Benefits", "Self-Awareness" and "Self-Enrichment", as well as academic offerings. The older student is offered courses in the home, thanks to the Chabot College Fireside Collegian TV Series.
Contact: Gwen Yeo, Coordinator of Services to Seniors.

College: Shasta College
Program: Advisory Committee
Description: The success Shasta College has experienced in providing education for the aged has come as a direct result of carrying out the recommendations provided by the Advisory Committee.
Contact: George A. Greenleaf.

College: Los Angeles Valley College
Program: Programs for Older Adults
Description: Two projects involving older adults are currently in progress at Los Angeles Valley College. One is a volunteer peer teaching program, and the other is a placement satellite in the Senior Adult Program to help persons interested in volunteering or paid part-time employment.
Contact: Lois V. Hamer, Project Director.

College: De Anza College
Program: Older Adult Services
Description: The Older Adult Services (OAS) Program offers a variety of special opportunities to seniors for growth. The Older Adult Resource Center attempts to bridge the gap between the older adult out in the community and the potential services provided on the main campus. Older Adult Education (OAE) is composed of the Mature Adult Program for highly mobile seniors interested in academic enrichment. The Adaptive Geriatric Education Program (AGE) provides an educational opportunity for the aged who have been institutionalized in convalescent hospitals.
Contact: Carol Bartunek, Program Administrator.

APPENDIX B

NATIONAL COMMUNITY COLLEGE MODELS

College: Pensacola Junior College, Florida
Program: Project ESP - Educational Support Plan for the Aged
Description: Comprehensive shared program to include school boards, community colleges and universities. The community college is the most flexible comprehensive organization capable of acting in concert with school boards and universities. A comprehensive plan for educational support services to the aged.
Contact: G.B. Tamburello. Dissertation titled "Project ESP. Educational Support Plan for the Aged."

College: New York City College, New York
Program: DCE - Division of Continuing Education
Description: The Division of Continuing Education of the New York City Community College has developed strategies for the elderly with educational deficiencies.
Contact: Victor Lauter, New York Community Education, Brooklyn, New York.

College: North Hennepin, Minnesota
Program: Senior Advisory Committee
Description: Since 1970, North Hennepin Community College in Minneapolis has enrolled 3,411 in its on-campus program for senior citizens. The key to initiation and continuing development of the program is the Senior Advisory Committee.
Contact: Charles J. Sugnet.

College: Los Angeles Community College District, California
Program: A Model Work Study Program
Description: A replicable program model for adults over retirement age.
Contact: Suzanne Brooks, Division of Educational Planning and Development, Los Angeles Community College District.

College: Niagara Community College, New York
Program: Community Based Organizational Development
Description: A model for the delivery of organizational development services through the community college.
Contact: Niagara Community College.

College: Illinois Community College Board, Illinois
Program: Project Renewal
Description: A program that assesses the needs of persons age 60 and over. Provides a cooperative delivery of services. Provides a copy of inter-institutional cooperation.
Contact: Illinois Community College Board, Springfield, Illinois.

College: Fairhaven College
Program: Institute of Study for Older Adults
Description: Spurred by declining enrollments, various programs have been developed for older students.
Contact: Ronald Gross, Fairhaven College.

College: Community College of Beaver County, Pennsylvania
Program: A Seniors' Program
Description: Senior activities.
Contact: Donald F. Taylor, Assistant Director of Continuing Education, Community College of Beaver County, Pennsylvania.

College: Mountain Empire Community College, Virginia
Program: Generation Gap Bridge
Description: Mountain Empire Community College attempts to use the elderly as a community resource.
Contact: Mountain Empire Community College, Virginia.

College: Community College of Baltimore, Maryland
Program: Senior Program
Description: This program has successfully provided free seminars on campus and at locations throughout the city, and such services as counseling, recreational facilities, cultural events, and transportation.
Contact: Jerry Cohen, Frank Stanley.

College: Glendale Community College, Arizona
Program: Sun City Satellite
Description: Sun City was a planned senior citizen center. All the planning was done with the aged or retired in mind.
Contact: Richard D. Elton.

Sources

"Collegiate Programs for Older Adults: A Summary Report on a 1976 Survey" by Carol Aorio. Contains the results of a survey of collegiate programs for older people, descriptions, enrollment data, and course offerings. (Occasional Paper No. 7, 1978. A copy can be purchased for $3.00 from Academy Publications, 680 Fifth Avenue, New York 10019).

How to Plan a College Program for Older People, by John Scanlon. A how-to-do-it manual providing step-by-step advice on how to plan, organize, and finance a college program for older people, 1978. (A copy can be purchased for $5.00 from Academy Publications, 680 Fifth Avenue, New York 10019).

APPENDIX C

MODELS OF OLDER ADULT VOLUNTEER PROGRAMS

College: Valencia Community College, Orlando, Florida
Program: The Older Volunteer at the Center for Continuing Education for Women at Valencia Community College.
Description: CCEW and its Displaced Homemaker Program needs and uses volunteers in the areas of client intake, counseling, interviewing, research, public relations, record keeping, and clerical work.
Contact: Beatrice B. Ehinger, Director, Dana Elliott, Coordinator.

College: Oakton Community College, Morton Grove, Illinois
Program: Grandparents Unlimited
Description: Through the senior adult program, office of community outreach at the college, administrative support, as well as inkind services such as printing, publicity, and an annual recognition luncheon are provided. The office serves as the liaison between the college and the Child Care Centers. The Oakton Child Care program also provides lists of nursery school/day care centers, and inservice training.
Contact: Patricia R. Handzel, Director of Community Outreach.

College: Edison Community College, Fort Myers, Florida
Program: Talent Bank
Description: A bank of senior talent which allows retired and active professionals an innovative forum for sharing their wisdom, ideas, successes and mistakes.
Contact: Polly Jacob, Coordinator of Community Instruction Services.

College: Brookdale Community College, Lincroft College, Lincroft, New Jersey
Program: S.C.O.R.E. (Service Corps of Retired Executives)
Description: The volunteers in this program are persons who have managerial experience and include capacities ranging from presidents, vice presidents, and owners of businesses. They are people who are interested in sharing their expertise with others in the business section in need of help.
Contact: Kel Bamfor, Chairman, Chapter #36, SCORE/ACE.

College: Belleville Area College, Belleview, Illinois
Program: R.S.V.P. (Retired Senior Volunteer Program)
Description: Belleville Area College received a grant from ACTION for a retired senior volunteer program. The college operates this program as one of over 700 Retired Senior Volunteer Programs throughout the United States.
Contact: Sharon L. Sea, Director.

College: Santa Fe Community College, Gainesville, Florida
Program: Action
Description: Santa Fe Community College is one of four in the nation to be awarded a University Year for Action Grant. The project works to place volunteers with nine local community agencies.
Contact: Rubye M. Beal, Director.

APPENDIX D

TABLE 3[21]

ACTIVITY TO AVOID	EXPLANATION
1. Neck rolling or neck circles	*This exercise may cause degenerative changes in the cervical vertebrae due to the evaporation of synovial fluid and osteoporosis commonly associated with aging.*
2. Toe touches or any straight leg bending against gravity	*These activities could strain the structures of the low back.*
3. Leg lifts or sit-ups	*These exercises should be avoided if the students are incapable of rotating the pelvis posteriorall isolating the abdominal muscles. Avoid any activity that shortens the hip flexor muscles because this can lead to anterior pelvic tilt which may result in low back pain, sciatica, and possibly, spondylolisthesis. To do these correctly, the low back must be flat and in contact with the ground throughout the entire exercise.*
4. Arching of the lumbar spine	*Shortening of the lumbar extensor muscles may result in anterior pelvic tilt and the same problems that occur when the hip flexors become shortened.*
5. Jarring, jumping, bending and twisting type movements	*These activities put too much strain on the lumbar vertebrae. Never allow students to bend forward and then twist while straightening their backs.*
6. Ballistic stretching	*This type of stretch should be avoided because when bouncing, one cannot tell when one goes beyond the intrinsic limits of the joint or pain. This method is not so safe or effective as a slow, relaxed, steady stretch.*
7. Holding of the breath	*Never allow your students to hold their breath during exercise because it may produce the valsalva effect which results in increased intrathoracic pressure, slowing of the pulse, decreased return of the blood to the heart, and increased venous pressur They may pass out or go into ventricular fibrillatio*
8. Isometric exercises	*Should always be avoided in individuals over 45 years of age because they raise the diastolic blood pressure dangerously high.*
9. Internal rotation and adduction of the hip joint	*This can aggravate the hip joint possible popping the head of the femur out of the socket. Do not confuse with external rotation and abduction which is a very beneficial activity.*

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